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IMPROVING INSTRUCTION IN SCHOOLS FOR SOCIALLY MALADJUSTED CHILDREN AND EDUCATIONAL SERVICES FOR SOCIALLY MALADJUSTED PUPILS IN SELECTED SCHOOLS.

BY- TANNENBAUM, ABRAHAM J.
CENTER FOR URBAN EDUCATION, NEW YORK, N.Y.

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A PROJECT TO IMPROVE THE TEACHING OF MALADJUSTED CHILDREN (GRADES 2 TO 12) IN SPECIAL EDUCATION PROGRAMS THROUGH THE USE OF ADDITIONAL STAFF AND SUPPORTIVE SERVICE WAS EVALUATED. DATA WERE GATHERED PRIMARILY BY OBSERVATIONS, INTERVIEWS, AND QUESTIONNAIRES. GENERAL RECOMMENDATIONS WERE MADE--(1) IT WOULD BE PREFERABLE TO HAVE FEWER BUT BETTER PROGRAMS, (2) CURRICULUM AND SPECIAL EDUCATION EXPERTS SHOULD DEVELOP AN APPROPRIATE PROGRAM FOR THESE CHILDREN, AND INNOVATIONS SHOULD BE BASED ON A STUDY OF THE LITERATURE ON SPECIAL EDUCATION, (THE BOARD OF EDUCATION IS NOW PREPARING SUCH A GUIDE), AND (3) WAYS SHOULD BE FOUND TO RECRUIT MORE TEACHERS. INCENTIVES MIGHT INCLUDE TUITION-FREE COURSES AND INCREMENTS IN CONJUNCTION WITH SPECIAL LICENSING. THE UNIQUE FEATURES OF THE PROGRAM WERE DESCRIBED, AND THE PRINCIPAL AND TEACHERS' QUESTIONNAIRES, STUDENTS' SCHOOL ATTITUDE SCALE, AS WELL AS OTHER RELEVANT DATA WERE APPENDED. (NH)

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CENTER FOR URBAN EDUCATION
33 West 42 Street, New York

Educational Practices Division
Nathan Brown, Associate Director

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Joseph Krevisky
Research Coordinator, Title I Projects

IMPROVING INSTRUCTION IN SCHOOLS FOR SOCIALLY MALADJUSTED CHILDREN[1]

AND

EDUCATIONAL SERVICES FOR SOCIALLY MALADJUSTED PUPILS IN SELECTED SCHOOLS[1]

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Dr. Abraham J. Tannenbaum
Research Director

[1] By agreement with the Board of Education, this evaluation was limited to an analysis of data from questionnaires administered by the Board of Education with a few supplementary interviews and observations by the evaluation team. No special instruments were created by the evaluation team.

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I. Nature of the Project

The purpose of the Board of Education project was to provide a program of educational and supportive services for socially maladjusted and emotionally disturbed children in grades 2 through 12 in selected schools.

In addition to being atypical and emotionally handicapped, these children are socially disadvantaged and come from low socioeconomic income areas of the city. Many of them have interfered with the on-going educational programs in normal classes and have proved a threat to the health and safety of both themselves and other children. They have demonstrated an inability to profit from and function within educational programs in normal classes and were therefore transferred to special schools that provided classes designed to accommodate them.

Through Title I, funds were made available for improving instruction of socially maladjusted children by providing additional "instructional personnel and supportive services in selected schools."

The following programs were to receive supplementary supportive services consisting of school psychologists, social workers, psychiatrists and school guidance counselors.

A. Elementary Junior Guidance Classes
B. Special Guidance Citizenship Classes
C. Early Identification Program
D. "600" Schools

The "600" schools included in this project were also to receive additional instructional staff such as assistant principals, teachers, and librarians.

The Board of Education pointed out that as a result of current identification and prevention programs, greater numbers of children were being referred to the special programs for the maladjusted. "The need for expansion of the program is acute."

Title I funds were to help provide the additional supportive services and instructional personnel necessary for the expansion of the program. Positions were to be distributed as follows:

No. of School	Program	School Psychologist	School Social Worker	Part-Time School Psychiatrist	Guidance Counselor
10	Elementary Junior Guidance Classes	1	4	1 1/2	11
15	Special Guidance Citizenship Classes	0	1	1 1/2	12
10	Early Identification	4	4	4	10
16	"600" Schools	2	2	2	15

The additional instructional personnel which the "600" schools were to receive were the following:

30 Assistant principals
15 Library teachers
15 School secretaries
10 Youth workers
80 Teachers
2 Assistant Directors
1 Stenographer
64 hours of school aides per day
$43,750 educational supplies
$ 5,675 audiovisual equipment

It was expected that with the expansion of a supportive program of this nature, many more children in these disadvantaged areas would be expected to make a great improvement in their adjustment to society, their peers and

themselves.

The major objectives of the supportive program under Title I, as listed by the Board of Education, were as follows:

A. To increase motivation for school, and toward a vocational goal commensurate with the child's ability.

B. To improve academic achievement, especially in reading and arithmetic.

C. To improve ability to get along with peers, teachers, other adults and persons in authority.

D. To develop a satisfactory level of self-esteem which reflects a realistic self-image.

E. To develop effective economical procedures that will identify emotionally and socially disturbed children in the earliest grades.

F. To provide a resource for disruptive children who are damaging the normal functioning of the regular classes.

G. To prevent the development of serious maladjustment by helping disturbed children before their problems become deep-rooted.

H. To build a coordinated program that will include teacher selection, teacher training and carefully planned curriculum with a rehabilitative focus.

I. To develop school and community resources that help to mitigate the various detrimental controls in the child's pathology.

J. To determine to what extent maladjustment is prevented through the creation of a sound mental hygiene educational climate, in schools serviced by teams of professionals from various disciplines.

K. To identify individual school and community patterns which indicate probable success and/or failure for pupil adjustment.

II. Objectives of Evaluation

In evaluating the program, the fundamental questions with which the investigators were concerned were as follows:

1. To what extent did the Board of Education carry out their plan to provide additional services and personnel?

2. What was the effect of the additional educational and supportive services upon the program?

3. What guidelines would help the Board plan the future course of the program?

III. Evaluation Procedures

As called for in the proposal, an interim evaluation for the 1965-66 school year was to be undertaken. It was suggested that the evaluators utilize city-wide standardized test results and other school records and data as follows:

A. Metropolitan Reading Test and Stanford Arithmetic Tests to measure individual academic gains -- administered by teachers as part of the City-Wide Testing Program.

B. Specially constructed measures to assess pupils' attitude toward the school and the school program -- administered by guidance counselors and other qualified individuals in consultation with members of the research team.

C. A variety of techniques such as interviews, inventories and questionnaires designed to assess attitudes to self and peers.

D. Other data, such as attendance records, evidence of cooperation in school activities and attitudes of teachers, guidance counselors, and parents.

In order to insure maximum objectivity, two disinterested independent raters conducted an interim evaluation of the project. The following evaluation procedures were employed:

A. Observation: Research consultants separately and independently visited 4 out of 10 Early Identification Program schools and 5 out of 16 "600" schools during June 1966. Researchers were specifically looking for:

a. Physical facilities in the school buildings.

b. Size of classes.

c. Teacher-pupil relationship: Was there any evidence of warmth and interest on the part of the teacher? What was the manner of the teacher?

d. Peer-relationship: Was there a friendly tone in classroom, or were pupils quiet and not relating to one another?

e. What was the teacher-counselor relationship? Was there a freedom and willingness for teachers to seek help and advice from counselors?

f. What was the on-going activity in classrooms -- working quietly? recreational? reading? group activities?

g. What was the overall tone of classrooms: -- were students enjoying the session? were they rowdy? were they seated in an informal manner?

h. Were there any parents visiting teachers or the counselor?

B. Interviews: The consultants separately and independently interviewed school personnel who were involved with the projects. Interviewees included principals, assistant principals, guidance counselors, social workers, psychologists and teachers. Some of the specific aims of the interview were to seek out the following:

a. What materials, supplies or additional staff were received?

b. How were supportive services strengthened? What were the specific responsibilities of guidance counselors in the special programs? What were the actual functions of the social workers? What was the reaction of the teacher and principal to the increased services of the program? Did the teacher see any change in her pupils, due to the increase in supportive services?

C. Conferences: Conferences were held separately and independently between consultants and various research personnel at the Bureau of Educational Research of the Board of Education and the Bureau of Child Guidance. Discussions concerned:

a. The historical background of the program.

b. The purpose and progress of the program.

c. The anticipated problems.

d. How would they change the program, for optimum functioning?

D. Questionnaires and Data: The Board of Education submitted to the consultants the following material relating to the Junior and Special Guidance Programs: (See Appendix)

Instrument I. Principal Questionnaire (open end)

Instrument II. Teacher Questionnaire (open end)

Instrument III. Students' School Attitude Scale.

Instrument IV. Pupil Data Forms.

Questionnaires were designed to get the reactions of the principals and teachers included in the program. Both questionnaires asked for (a) most and least effective aspects of the program; (b) the parental attitude toward the program as judged by the teachers and principals; and (c) recommendations for the program.

The Students' School Attitude Scale was to be filled out by the teacher for each pupil in the Junior or Special Guidance Program. Given seven descriptive ratings, teachers were to place a check in the box next to the rating which best applies to the pupil as he was in September 1964 and as he is now in June 1966.

Pupil Data Forms requested attendance records, average marks for English, Social Studies and Science, and scores for city-wide reading tests and mathematics tests for each pupil in the special program for the '64 - '65 year and now in 1966.

Also received was a 1965-66 Summary Report on Special Schools on Pupil Accounting. Twenty-seven questions pertaining to the "600" schools were examined statistically. (See Appendix, Instrument V)

The consultants also received five Summary Reports for 1965-66, prepared by guidance counselors involved in the Early Identification Program. These reports contained an open-ended question requesting

guidance counselor's suggestions and evaluation of the E.I.P. program. The answers were analyzed and categorized by the consultants.

E. Previous Reports: Where available, consultants secured and studied previous reports, in order to get a wider understanding of the background of the particular program.

Limitations of Evaluation Procedures

In examining available material, consultants found serious limitations which curtailed the usefulness and interpretability of the data.

A. It seems impossible to determine whether effects are due to the general nature of the program or to increased supportive and educational services.

B. There was evidence of inadequate initial planning by the Board of Education. Evaluation techniques were not built into the experimental design of the program, and base-line data was not available.

C. It was not possible to follow the Board of Education's suggested evaluation procedures since data collected without controls are uninterpretable. Quantitative analysis of data was not used, since pre- and post-measures could not be administered, due to the short duration of this evaluation study.

D. Data received from the schools involved in Junior and Special Guidance programs were incomplete. In some cases, different marking systems were used, which made it impossible to compare schools.

With regard to the Pupil Data Forms, for example, consultants found the following situation in the Junior Guidance Program: Of the 10 responding schools, six used letter grades (G, F, P = good, fair, poor), one used decimals (2.1) and three schools did not fill in any marks. With regard

to the city-wide tests, 4 schools did not report any scores whatsoever; 3 schools reported scores which were only teacher estimates and 3 schools had partial scores for reading and none in mathematics.

Of the 15 schools involved in the Special Guidance program, 4 schools did not return the Pupil Data Form; 2 schools did not report any marks at all, 4 schools reported marks in terms of percentages and 5 used the letter-system. Only 1 out of 11 schools reported full reading and math scores; the other 11 schools had partial scores, i.e., the 1965 reading scores but not the 1966 scores; the 1965 math scores were not reported but the 1966 scores were available.

There were additional limitations within the specific projects which affected consultants' evaluation:

E. The start of the evaluation of Title I by the consultants was officially June 1. This left but one month in which to carry out the various procedures and site visits necessary for effective evaluation. Consultants felt that more time was needed to set up evaluative procedures and that June, the last month of the school year, is the worst time for site visits, interviews and observations.

F. Whenever raters wished to visit selected schools involved in the various programs, it was necessary to make appointments and to announce the approximate day and time in advance. In several instances, the dates were found to be inconvenient to a particular school. The consultants felt that where classroom procedures were to be observed, the "formality" of appointments was unnecessary and tended to make for an unnatural classroom situation and a self-consciousness on the part of the teacher.

G. In several cases, raters were not permitted the freedom of selecting a particular class to observe, but were directed into rooms selected by the host schools.

H. In several cases, the principal's presence or near-presence and the fact that the principal selected teachers to be interviewed hindered candid consultant-teacher interviews.

I. It must be emphasized that the evaluation is based on participants' perceptions, i.e., teachers, principals. The questionnaires were not made up by the evaluation team, but by the Board of Education.

IV. Results

Findings pertaining to this project will be discussed separately for each program: Junior Guidance, Special Guidance, Early Identification Program and "600" schools.

Junior Guidance Program

Under Title I, ten elementary schools were designated by the Board of Education to receive educational and supportive services for the establishment of additional Junior Guidance Classes. Schools with Junior Guidance Classes received positions of school psychologist, social worker, guidance counselor and part-time psychiatrist. The Program aims to provide emotionally-disturbed children with a therapeutic and rehabilitative educational program through a track of special classes in grades 2 to 6.

Evaluation is based on Principals' and Teachers' Questionnaires received by the research team from all 10 schools involved in the Program. In addition, one rater held phone inquiries with principals and guidance counselors in 8 out of 10 schools.

Unique Features of Junior Guidance Program

1. Schools with Junior Guidance classes were given additional teaching positions--making three teachers for two small classes. As reported by teachers, this third teacher offers the following advantages:

A. Evaluation of children reflects opinions and approaches of 3 teachers rather than one.

B. Children benefit from team approach in planning and pooling of information.

C. Great help in remedial work with children; the low teacher-pupil ratio makes for an almost one-to-one tutorial relationship.

D. Children are enabled to work on their own level at their own pace.

E. Extra teacher is helpful in situations of classroom "emergency" or "urgency."

2. Junior Guidance Classes are run on the "closed register" system when a child is placed in the class at the start of the semester, he remains there until the end of the semester. Teachers reported the following advantages from the closed register system.

A. Protects children from the confusion of constant pupil mobility which would otherwise occur.

B. Prevents break in continuity of therapeutic environment.

C. Prevents class from becoming a dumping ground for children with discipline problems.

Effective Aspects of Junior Guidance Program

Guidance counselors and principals reported the following claims as advantages of the program:

1. Children were being reached who might otherwise go on for years without receiving help.

2. Junior Guidance placement has eliminated "non promotion" which might have occurred if children had remained in regular classes.

3. The program has been instrumental in preventing many suspensions which might otherwise have occurred.

4. Follow-up shows good adjustment of those pupils who were returned to regular classes.

5. The Junior Guidance Program provides a synthesis of clinical and classroom approaches.

Teachers involved in the Junior Guidance Program reported the following gains to pupils:

1. Pupils received benefits of team planning and cooperation between teacher, guidance counselor and clinical staff.

2. Pupils received a positive group experience from the balanced group situation where 2 types of children are put together--the acting out and the withdrawn.

3. The nature of the program made for continual evaluation of children's progress by the teachers.

4. The Junior Guidance class environment is supportive and psychologically attuned to the emotionally disturbed child by providing the following features:

A. Non punitive atmosphere

B. Small classes (between 10 and 15)

C. Few restraints on pupils

D. Non-participation if child so desires

E. Seating flexibility

F. Frequent play periods

G. Lunch served in the classroom

H. Milk served as snack

I. Children enter class without formal lineup

Teachers also reported that the Junior Guidance Program benefited them directly as follows:

1. Because the disruptive children were no longer in the regular class, the teacher was enabled to carry on her class work with little interruption.

2. Weekly meetings with guidance counselors and supervisors provided a sharing of opinions and a pooling of information.

3. The guidance counselor acted as a consultant and support to the teacher.

4. Small classes enabled the teacher to work in a 1 to 1 relationship with her pupils. In many cases teachers developed a greater understanding of their pupils' problems.

5. A constant exchange of ideas among teachers established a healthy instructorial climate for them.

3. Least Effective Aspects of Junior Guidance Program.

Principals and teachers stressed the following:

1. There was insufficient clinical staff (psychologists, social workers) for the necessary consultation and diagnostic help.

2. There was insufficient personnel to work with the families of these children--to explain to them what is being done for their child, etc.

The ineffective aspects of the program as related to the pupils was reported by the teachers as follows:

1. Inadequate space for Junior Guidance Class. (Some schools used rooms in the basement.)

2. Lack of proper furniture, materials, supplies such as movable desks, books, bulletin boards.

3. Lack of special petty cash funds for miscellaneous items necessary in the Junior Guidance program, i.e., birthday gifts, prizes, snacks, games, etc.

4. There were no provisions for children who were so emotionally disturbed that they could not fit into the program.

5. Pupils did not understand the purpose of the Junior Guidance class and thought of themselves as "dumb."

6. The pupils in the class had a wide range of intellectual achievement and ability, thus making up a heterogenous group, difficult to instruct.

7. Inadequate provisions made for returning children to the regular classroom.

8. Some Junior Guidance set-ups isolated their pupils from the rest of the school, thus depriving pupils from such school activities as glee-club, gymnasium and drawing.

The ineffective aspects of the program as directly relating to teachers were reported as follows by the teachers.

1. Some teachers had limited teaching experience and little or no training in educating the emotionally disturbed.

2. Teachers did not receive increments or bonuses and were reluctant to spend the extra time demanded of them for meetings and conferences.

3. The program demands too much time for duties other than teaching.

4. There appeared to be a lack of knowledge and positive feeling about the Junior Guidance Program on the part of the other teachers in the school.

5. There was little if any sharing, pooling, and transfer of the gains from the Junior Guidance Program to regular classes.

6. Teachers had no break during the day for relaxation, since their non-teaching periods were used for preparation.

7. Teachers were somewhat confused as to whom they were responsible--their principal or the central Junior Guidance Office.

8. There was multiple reporting and duplication of information requested of the teachers.

4. Parental Response to the Junior Guidance Program

As reported by teachers and principals, the response of parents to the program was about evenly divided between grateful acceptance by some to embarrassment and shame by other parents. (Accepting Attitude)

1. Some parents expressed their gratefulness by notes of appreciation to the teacher.

2. Some parents reported that the program had made great changes in their child. "He's more interested in learning now" and "he won't be absent if he can help it."

3. Some parents said they understood their child better, recognizing needs, after conferring with the child's teacher.

4. Some parents even requested that their other children be placed in Junior Guidance Programs.

5. Some parents actually changed plans to move from the area so that their child might remain in the Junior Guidance Program.

Rejecting Attitudes on the Part of Parents

Teachers and principals pointed out that some parents displayed outright hostility towards the program and towards all those involved in it. Some showed indifference, while others "tolerated" the program with patience.

1. Some parents saw the Junior Guidance Program as a stigma and refused to give consent for their child to be a part of this.

2. Some parents threatened and blamed the school for their children's problems.

3. Other parents had mixed feelings. The progress they saw in their child and their preconceived notions of the program made for some confusion. While they permitted their child to be part of the program they had certain reservations.

4. Some parents expressed concern about their child not learning the same things as other children.

Teachers' and Principals' Suggestions for the Junior Guidance Program

Page 4 of the Board of Education Questionnaire to teachers and principals in the Junior Guidance Program contained the following question:

"In your opinion should the program be a) continued essentially unchanged, b) discontinued, c) modified somewhat. If you have circled "c" specify how the program should be modified."

The responses given were as follows:

	Principals	Teachers
A - Continued essentially unchanged	1	11
B - Discontinued	0	0
C - Continued somewhat modified	9	21

Not one of the principals or teachers thought that the Junior Guidance Program should be discontinued. In analyzing and categorizing the suggestions made by teachers and principals, consultants found the following:

Specific Recommendations of Principals and Teachers to Modify Junior Guidance Program

	How Skewed (10) Principals	(33) Teachers
1. More clerical staff.	4	11
2. Increase in teacher's salaries.	2	6
3. Special license to teach emotionally disturbed.		6
4. Lower register of pupils per class.	2	6
5. More equipment and supplies.	2	5
6. Deeper parent involvement.	2	3
7. Junior Guidance classes for each level.		4
8. Use a different school attitude scale.		2
9. More Junior Guidance teachers per class.	1	2
10. More resource material.		2
11. Closer liaison with Junior Guidance Bureau.		2
12. Extend program into upper grades.		2
13. Teacher orientation before semester.	4	
14. More involvement with outside agencies.	2	
15. Closer supervision of teachers.	2	
16. More flexible register for pupils.	2	1
17. Junior Guidance services continued after classes.	1	
18. General faculty orientation to program.	1	1
19. Separate acting out and withdrawn children.	1	
20. Government of program should be localized in principal.	1	
21. Authority should be centered in Junior Guidance Bureau.		1
22. Furniture conducive to informality.	1	
23. Pupils to spend some time out of their classroom.		1
24. Free advanced course work for teachers and classroom expenses (gifts, prizes).		1
25. Costs defrayed by Board of Education		1
26. Separate schools for these children.		1
27. Less clerical work		1

	How Skewed (10) Principals	(33) Teachers
28. Include gym and assembly periods with regular pupils.		1
29. Exclusive use of audio visual equipment.		1

Teachers' and Principals' Recommendations for Junior Guidance Program

General

1. For the program to function effectively, more clinical presonnel is essential (-- i.e., guidance counselors, social workers, psychologists.)

2. These classes should not contain more than 10-12 pupils. 15-20 are too many to work with in a Junior Guidance program.

3. Special custodial care needed for these rooms every evening. Teachers and pupils should not carry this responsibility.

4. To facilitate the functioning of the program the following material and supplies are necessary.

A. Exclusive visual aid equipment for these classes. Pupils should not have to wait for days for audiovisual instruction.

B. Equipment to transfer lunch from lunchroom to individual classrooms.

C. Miscellaneous material (paper, crayons,) should be available to these classes immediately upon request. Some schools reported having to wait for material which had to be ordered through the "regular channels."

D. Special expense allotment for teacher to purchase gifts, snacks, novelties for pupils.

E. Junior guidance office should have power to enforce their own policies --- to separate itself from a non-cooperative principal or remove program from school.

Suggestions Concerning Pupils in the Program

1. Follow-up of all pupils who leave the program.
2. Recreational program should be planned for the hour from 2 to 3 rather than a 2 o'clock

dismissal.

3. Children remaining in 1 room all day become restless. Should have breaks of gymnasium, assembly, etc.

4. Snacks consist of MILK only. Many times teachers use their own funds to purchase cookies. The additional snacks should be provided by the school.

Suggestions Concerning Teachers in the Program

1. Should have special licensing of teachers who wish to work with emotionally disturbed children.

2. Should have some remuneration or increment commensurate with training for teachers in program.

3. Allow time for teacher orientation before school opens.

4. More preparation periods needed by teachers for clerical work and report writing.

5. Educate the rest of school staff as to objectives of Junior Guidance program.

6. Teachers requested a free period for "relaxation". They claimed that there was much tension created by working in Junior Guidance classes.

Suggestions Concerning Parents

1. Counseling of some kind was recommended by teachers for all parents of children in the program.

2. Social worker should discuss program with parents at their homes, explaining purpose and plans of program.

3. Exclude need for parental consent when child is recommended for Junior Guidance Program.

Conclusions and Recommendations

Based upon analysis of evaluation questionnaires and phone interviews, it is the consultants' opinion that the Junior Guidance Program is a worthwhile one and should be

continued. The following conclusions have been reached:

Special Classes and Curriculum

The unique feature of the program, particularly the smaller class register, increased teachers for the special classes and the informal and supportive environment within the class permits teachers to give more individual attention to pupils. By virture of the unique aspects of this program, the following specific objectives seem to be facilitated:

a. Increased motivation of pupils for school. (90% of the teachers indicated increased motivation of pupils as derived from the school attitude scale.)
b. Improved ability to get along with teachers, peers and other adults.
c. Development of a satisfactory self-image and improved self-esteem.
d. Provision of a resource for disruptive children who prevent the normal functioning of regular classes.

The essential program for emotionally disturbed children should stress the supportive and therapeutic aspects above the academic. Flexibility and individualized attention could be better achieved if classes were held to no more than 12 or 15. In some cases, teachers reported registers above 15. Open register seems more desirable than the inflexible closed register. If a child must be removed from or admitted into a Junior Guidance class, it should not be necessary to wait for the end of the semester. The mobility of pupils to and fro is a natural part of school life from which the emotionally disturbed should not be shielded.

A more homogeneous grouping in terms of pupils' academic level would facilitate the instructional aspect. Where possible, schools that have more than 1 junior guidance class should strive for groupings that combine pupils of similar ability levels.

The question has been raised as to the advantage or disadvantage of grouping together acting out and withdrawn children. Teachers were divided in their opinions on this issue. The consultants believe it would be worthwhile to set up experimental classes of homogeneous and

heterogeneous groups, with appropriate control groups, to study this question further.

In working with maladjusted children, material, supplies and tangible objects are an important part of the progr m. Teachers should have the necessary supplies and equipment at their immediate disposal without having to request them officially thru "regular channels". Waiting periods, delays and change in plans should be minimized for these sepcial classes. Exclusive use of audiovisual equipment was requested by very few. It is recommended that a special source of supplies, books, crayons, paper, etc., be made available for the exclusive use by Junior Guidance classes within particular schools. Furniture (movable desks, bulletin boards, etc.) and rooms used by Junior Guidance classes should be planned by builders in consultantship with guidance teams consisting of a psychologist, teacher, guidance counselor.

The research consultants do not recommend separate schools for maladjusted pupils. The supportive atmosphere of a special class should be blended with the opportunity for students to mix with other "normal" children. It is recommended that junior guidance pupils join the regular pupils for gym and assembly periods wherever possible -- even though there may be disruptive moments. One may think of the junior guidance class for pupils as a therapeutic learning experience and outside contact with other regular pupils as a "practicum" for more adjusted living.

Personnel and Special Training

One of the drawbacks of the junior guidance program seems to be the lack of properly trained and qualified teachers for the emotionally disturbed child. It is highly recommended that the Board of Education require a special license of teachers who wish to work with the emotionally disturbed. Requirements in course work and advanced degrees should be outlined, and increases in salaries should be given commensurate with the special license. There was great dissatisfaction voiced with the large amount of extra detail work, records, diaries,

which teachers in Junior Guidance classes were required to carry out. There was no extra compensation for the additional time and effort. Some of the teachers in the program, though not specifically trained to work with the emotionally disturbed, are doing a fairly good job. However, in such cases, there were requests for advice and help from supervisors, principals, and guidance counselors.

The special licensing of teachers would probably facilitate the handling of the junior guidance class and would undoubtedly relieve the pressures on the guidance counselors. In many cases counselors have had to do "on-the-job training" with teachers along with their other responsibilities. Consultants believe, too, that with specially-trained teachers who can handle emotionally-charged situations, it would not be necessary to increase the teachers to two per Junior Guidance class.

As reported by the schools, 8 out of 36 Junior Guidance positions could not be filled. There were no teachers available to work in this area. Special licensing and corresponding increments would help relieve this shortage and provide qualified personnel.

There was some confusion as to where junior guidance authority resided -- principal or central bureau. Consultants were not clear about this, either. The research team learned from phone conversations with principals, that several principals were "not familiar with the program", and "did not know anything about it". The consultant was referred to the principal's secretary in several cases for information.

It is suggested that authority for Junior Guidance programs be vested in a central bureau and that principals be involved only as a cooperating party to the program. Some teachers reported that the principal's lack of interest in the program made him non-cooperative and a definite hindrance to the program.

With regard to school psychologists, it is recommended that each school in the program have more frequent visits by the school psychologist for diagnostic and referral work.

The frequency should be determined by the junior guidance bureau depending on the pupil load in guidance classes.

Communications and Articulation

There is a great need for dissemination of information about the program to parents. Many parents did not understand what the purpose of the program was, and became suspicious of and hostile towards school personnel. This attitude was transferred to the pupil. In some cases parents withheld their consent for pupils to enter the program but gave it willingly after explanation of the program was made to them.

It is recommended that social workers visit all parents of pupils in junior guidance programs to explain and clarify the program. Parents should be encouraged to ask questions and seek help through the social worker -- the liaison between school and home. Initial visits to parents should be followed up by periodic progress reports. Parent-teacher conferences meetings with other junior guidance parents, talks by the school psychologist to parent groups, would be of tremendous value in educating the parent to work further with his child. If the efforts of the teachers are to be enhanced, the supportive atmosphere of the school must not be undone at home. Parental consent should not be necessary for placement of a pupil in the Junior Guidance program.

In this light, the children themselves should be given an explanation, on their level of understanding, as to the purpose of the special class. This would help avoid the embarrassment, anxiety and confusion of some pupils in the program.

Despite the drawbacks of various aspects of the program, teachers and principals recommended continuation of the program - essentially unchanged or with modifications. Not one teacher or principal recommended that the program be discontinued.

Changes in the behavior of emotionally disturbed children occur gradually, over a period of time. It is recommended that the Junior Guidance Program be modified according to the above recommendations and be given more time in which to prove itself.

Special Guidance Program

Special Guidance classes were set up by the Board of Education in 15 selected schools. These "citizenship" classes are for emotionally disturbed pupils in the upper grades of the

elementary school or in the Junior High School level as against the Junior Guidance program which concerns pupils in the lower grades of the elementary school level.

The unique features of the special guidance program were to include the following:

a. Reduced class size; 12 to 15 pupils.

b. Team approach (teachers, guidance counselor, psychologist.)

c. Specially trained teachers.

d. Lighter program for teachers. Increase in free periods to be used for preparation.

e. Mental hygiene approach in classroom consisting of a supportive, informal, flexible, non-punitive environment.

The evaluation is based on data derived from 15 schools in the Special Guidance program, consisting of:

1. Teacher Questionnaire

2. Principal's Questionnaire

3. School Attitude Scale

4. Pupil Data forms (These forms are exactly like those used for the Junior Guidance pro rams.)

In addition, consultant held phone inquiries with 10 out of 15 schools in the program and conferred with the Coordinator of the Special Guidance program, at the Board of Education.

Most Effective Aspects of Special Guidance Program

As follows:

1. Principals claimed that the program frequently decreased the number of suspensions from school for disciplinary reasons.

2. Teachers in the progra reported that the group guidance approach (discussions, role-playing) made for a supportive atmosphere where pupils felt more accepted and became less hostile.

3. Some teachers emphasized health education and physical activities (swimming and physical training). Teachers reported feelings of physical adequacy and well-being.

Energies were being released constructively.

4. Some pupils were reported to like the program so much, they refused to return to regular classes.

5. Some schools arranged to take pupils on "trips" thus introducing them to aspects of their environment of which they were unaware.

6. It was reported by teachers that the small classes had the following effects:

A. Individualization of instruction

B. Some improvement in academic work due to individual attention during instruction.

C. Teachers were able to anticipate, thus prevent certain classroom disturbances.

D. Pupils can progress at own rate.

E. Permissive but controlled atmosphere.

7. Teachers reported that pupils showed improvement in their social behavior after placement and were able to return to normal classes the following semester.

8. Where a special guidance class had a team of male and female teachers, the parental family model was very effective.

9. Open register permitted the transfer of pupils in and out of the program.

10. All school facilities made available to pupils in special guidance. (Shops, Music, etc.)

11. Enabled teachers of regular classes to carry on without interruptions or disruptions.

12. Teachers found weekly meetings with counselors extremely helpful in understanding their pupils. Cases were discussed and all information was pooled.

Least Effective Aspects of Special Guidance

Teachers and principals reported the following:

1. Inadequate clinical personnel. In some schools a guidance counselor was available only twice a week.

2. In some schools, when the special guidance teacher was absent, there was no substitute available. Children had to be placed in regular classes for the day.

3. There was a wide range of achievement levels in one class, making instruction difficult.

4. There was an insufficient supply of necessary materials needed for their childr n -- crafts, games, and workbooks.

5. Some teachers felt guidance counselors were not giving enough help within the classroom situation.

6. Some pupils felt stigmatized by being in the program.

7. Teachers reported that they needed relief periods.

8. They felt that there was too much clerical work and record keeping.

9. One teacher per class was not adequate for the demands of the program.

10. Teachers felt they wei e inadequately trained to teach emotionally disturbed children.

11. There was insufficient publicity regarding purpose and goals of program -- to rest of staff.

12. There was difficulty in finding qualified personnel. Junior hi h school teachers were hard to obtain. When a teacher is available a principal wil' tend to assign that teacher to a normal class of 33 rather thar to a Citizenship class of 10 or 12, because more pupils can be covered in this way.

13. Some schools reported great mobility of staff. In one case a guidance counselor changed midyear to a supervisory position.

14. One particular school was being plagued by a non-cooperating principal who cut the special guidance program short, rotated special guidance teachers and felt that parents should not be contacted.

15. All the pupils who used to be in program, cannot be reached since classes are few in number and have limited enrollment.

16. Some pupils who need remedial help annot get it.

17. There are several pupils with serious mental and emotional problems that are not being helped.

Teachers' and Principals Suggestions for Special Guidance Program

The Board of Education used the same questionnaire for the Special Guidance Program as for the Junior Guidance Program.

In response to the question as to whether the program should be continued, the following results were obtained:

	Principals	Teachers
A. Continued essentially unchanged	4	7
B. Discontinued	0	0
C. Continued somewhat modified	8	13

As in the case of the Junior Guidance Program, not one of the principals or teachers thought that the Special Guidance Program should be discontinued, despite the drawbacks found. Suggestions made by teachers and principals were given as follows:

Specific Recommendations of Principals and Teachers to Modify Special Guidance Program

Recommendation	(12) Principals	(20) Teachers
1. More clerical staff	5	3
2. Specific criteria for screening admissions to special guidance program	4	4
3. More special guidance teachers per class	3	3
4. Parental Counseling	1	3
5. Shorter periods for academic subjects	0	2
6. More conferences with Clinical Team	0	2
7. Establish special curriculum	0	2
8. More and adequate instructional materials	1	3
9. Separate classes for different grade levels	1	2

Recommendations (continued)	Principals	Teachers
10. Special licenses for teachers of emotionally disturbed.	1	
11. Establish more industrial arts	1	
12. Establish more recreation periods (physical ed, folk dancing)	1	1
13. Better teachers		1
14. Establish better testing procedures		1
15. Clinical in-service courses		1
16. Communication to regular teachers		1
17. More visual aids		1
18. Segregate sexes		1
19. Lower class register to 10		1
20. Closed register		1
21. Special attention to acting-out children		1
22. Trips for pupils		1
23. Establish standards for return to class		1
24. Follow-up service		1

Teachers' and Principals' Recommendations to Modify Special Guidance Program

1. There was a great need indicated for additional clinical personnel. In many schools, th part-time psychologist served but once a week. This is not enough time for him to cover diagnostic work and referrals of pupils. There is a great backlog of cases which cannot be handled due to the insufficient time given by the psychologist.

2. Teachers and principals felt the need for specific criteria in screening admissions. There were pupils who should have been in the special guidance program who were not, and some pupils who were not in, that needed to be in.

3. Increased number of teachers per special guidance class was requested. As it

exists now, there is one teacher per class. Teachers felt that this be changed to 3 teachers for 2 classes (as in the Junior Guidance set-up) or 2 teachers per class.

4. Specially suited classrooms, with appropriate furniture and equipment were requested. Some teachers reported they had to use rooms in the basement or other spare rooms--not conducive to working with emotionally disturbed children.
5. Teachers felt that some increment or extra remuneration should be given teachers who qualify to teach in this area.
6. Some recognized the need in themselves for more adequate training in the area of emotionally disturbed.
7. Curriculum for emotionally disturbed children should be modified to fit their needs.
8. Shorter periods than the usual 45 minute periods are recommended since some of these children are restless and cannot remain still so long.
9. There should be smaller class registers -- no more than 10 to 12 pupils per class.
10. Pupil needs gradual weaning from the supportive atmosphere before he takes his place back in the normal setting.
11. Parents of pupils in the Special Guidance Program should themselves be involved in some kind of group therapy sessions.
12. Teachers reported the need for a relief teacher for the special guidance class in cases where the regular teacher would not be available.
13. Orientation sessions should be held before school opens for the benefit of special guidance teachers.
14. Special guidance teachers should share and discuss their methods with teachers of regular classes.

Conclusions and Recommendations

Since the Special Guidance and the Junior Guidance Programs are similar in their objectives and philosophy, the following recommendations made for the Junior Guidance Program apply to the Special Guidance Program as well:

A. Small open-register classes

B. Homogeneous ability grouping

C. Adequate supplies and equipment

D. Specially designed rooms for the emotionally disturbed child

E. Attendance of gym and assembly periods with regular pupils

F. Special licensing of teachers of the emotionally disturbed

G. Increased psychological services

H. Parental education for special guidance parents

I. Communication and explanation of program to pupils in that program.

Because the Special Guidance Program features closed and open register classes as well as half-way register (pupils may be admitted to and released from program only at 2 or 3 specified times during the semester) there is a greater turnover and mobility of pupils to and from Special Guidance classes than there was in the Junior Guidance Program.

Since teachers and principals made mention of the need for establishing criteria for admission to the program, the research team seemed to sense the implied vagueness of criteria for admission to as well as release from the Special Guidance class.

Even if specific criteria were to be set up, there would be difficulty in applying this to pupils. One cannot easily fit a maladjusted youngster into specified categories.

The Research Team recommends that a clinical team consisting of the Special Guidance teachers, guidance counselor, psychologist and social worker meet weekly to discuss in turn each pupil in the Special Guidance Program. The team would be responsible for deciding when a pupil should leave the program, and when a pupil should be admitted to the program. The team would also bear the responsibility

of outlining the most effective way to handle particular pupils in the program, and following up pupils who return to normal classes. The research team feels that the abovementioned responsibilities should not be handled by one individual, be it the psychologist or guidance counselor, but by the 5-man clinical team.

Because the Special Guidance Program works with children on the upper elementary and Junior High School levels, there are some curriculum recommendations which apply to the Special Guidance program that did not apply to the Junior Guidance Program.

Since the pupils in the program are older than Junior Guidance pupils, the level and content of instruction must be made to fit their needs. More instructional materials such as texts, workbooks, maps, and audiovisual aids are necessary. Pupils in these programs have a great need for remedial math and reading instruction. It is recommended that pupils be motivated for remedial work through activities which they find pleasant, such as industrial arts, field trips, closed-circuit television.

Even though the class register is small (12 to 15) it is recommended that there be 2 teachers per class or 3 teachers for 2 classes. While one teacher handles the ongoing activity in the class, the other would be free to handle disruptions, outbursts, or for individual work with a particular student.

The special guidance schools reported that 10 of the 35 positions could not be filled. The difficulty in recruiting qualified teachers for these classes indicates the need for further study of recruitment problems. Perhaps tuition-free graduate study might be an inducement.

It is recommended that the Special Guidance Program be modified according to the above recommendations and be given more time to prove itself.

Recommendations for Both Junior Guidance Program and Special Guidance Program

If the Board of Education uses questionaires for future evaluation, it is suggested that the school psychologist, the guidance counselor, and the parents of special guidance pupils also be tapped for their comments and opinions..

In order to evaluate the changes in pupils' reading and math achievement, it is strongly urged that: 1- The Board of Education send Testing Teams into the Special and Junior Guidance Programs to administer the standardized tests; 2- That the pre-test scores be obtained early in the school year and 3- That post-tests be obtained at the end of the school year.

Where pupils' grades are to be compared, it is recommended that all participating classes use the same marking system -- letter grades or percentage system.

The Early Identification and Prevention Program

The primary objectives of the early Identification and Prevention Program (E.I.P.) are to identify the problems, abilities, and talents of children in Kindergarten through third grades. E.I.P. attempts to meet the needs of these pupils, to aid in the adjustment of their problems and provide for adequate enrichment of their talents and abilities, through the specialized team of guidance counselor, social worker and psychologist with consultive psychiatric assistance. Follow-up service as needed is provided for pupils after third grade.

Evaluation is based on:

A- Observation of E.I.P. classes in 4 out of 10 schools.

B- Interviews with teachers and clinical staff in E.I.P. program.

C- Summary Reports for 5 out of the 10 schools filled out by guidance counselors, which contained an open-ended question.

Most Effective Aspects of E.I.P. Programs (As reported by Guidance Counselors)

of outlining the most effective way to handle particular pupils in the program, and following up pupils who return to normal classes. The research team feels that the abovementioned responsibilities should not be handled by one individual, be it the psychologist or guidance counselor, but by the 5-man clinical team.

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Even though the class register is small (12 to 15) it is recommended that there be 2 teachers per class or 3 teachers for 2 classes. While one teacher handles the ongoing activity in the class, the other would be free to handle disruptions, outbursts, or for individual work with a particular student.

The special guidance schools reported that 10 of the 35 positions could not be filled. The difficulty in recruiting qualified teachers for these classes indicates the need for further study of recruitment problems. Perhaps tuition-free graduate study might be an inducement.

once a month; other schools reported that the psychiatrist would come only when summoned. One school reported that the psychiatrist has not visited the school during the entire year.

4- In some schools there was a tremendous backlog of cases because the school had had no guidance counselor at all before that year. It was impossible for this current counselor to take care of the backlog as well as the new referrals.

5- Realistically, the E.I.P. Program did not stop at the 3rd grade. Guidance counselors worked with pupils in grades above the third.

6- There were teachers in the various E.I.P. schoolswho were not aware of the E.I.P. program.

7- There was a great need for remedial reading instruction for pupils in the E.I.P. program.

8- In reality, even when a particular child was screened out and identified as a "problem", he nevertheless remained within the class. Although there were several conferences between teacher and counselor about how best to handle the pupil, the child was returned to class to await further disposition.

9- There was a lack of clarity and a vagueness in defining the responsibilities of guidance counselors in the E.I.P. program. The evaluation team found an extremely wide range in job performance of guidance counselors. Of the following activities, one guidance counselor performed all of them, while another performed just a few:

1- Screened all Kindergarten children .

2- Immediate attention to teacher referrals.

3- Conferences with individual pupils in E.I.P.

4- Group counseling of pupils in E.I.P.

5- Observation of children in classroom situation.

6- Summarized records of children going into Junior High School.

7- Individual conferences with teachers

8- Conducted workshop for Junior Guidance teachers.

9- Taught individual classes- (guidance topic)

10- Conducted assembly programs based around guidance theme ("First day in school").

11- In-service training of teachers new to the E.I.P. program.

12- Oriented all teachers to role of guidance in classroom.

13- Held individual conferences with parents about their child.

14- Ran workshop sessions for parents on various child-rearing subjects.

15- Addressed parent groups on topics pertaining to guidance of children.

16- Followed up parents to see that school's recommendations were carried out.

17- Initiated and arranged a guidance library in the school from which parents and teachers could freely borrow materials.

Conclusions and Recommendations for E.I.P. Program

Of the 4 objectives set forth in the Early Identification and Prevention Program-

1- Identify problems, abilities and talents.

2- Meet needs of these pupils.

3- Aid in the adjustment of their problems.

4- Adequate enrichment of pupils' talents and abilities- only a part of the first objective is being met.

It was the impression of the research team that the E.I.P. program was primarily performing a "labeling" function. When a student was referred by a teacher for a specific problem, the child, when finally evaluated, was returned to the class with his problem interpreted in psychological terminology.

This may be helpful to the teacher as a morale booster-- in that someone has verified his identification of a "problem child." However, it does not provide a resource for the disruptive child who may be interrupting the normal functioning of the class. Nor does it help the child with his problems.

To prevent the development of serious maladjustment by helping disturbed

children before their problems became deep-rooted requires basically 3 processes: Identification, evaluation and treatment. In the present functioning of the E.I.P. program only 1/3 of the job is actually being carried out. Identification is made, evaluation is long delayed and treatment or therapy obtained in very few cases.

If one examines the drawbacks of the program as given by guidance counselors, one realizes that lack of personnel and inadequate psychological services are largely responsible for the ineffective functioning of the E.I.P. program. Even the "most effective" aspects reflect an incomplete functioning of the E.I.P. program for most of them could be achieved without the E.I.P. program.

If the E.I.P. program is to have its test-run, it must not be hampered by obstacles which stifle the program before it is actually off the ground.

The research team recommends that the E.I.P. program be continued only if the following modifications can be made:

1- Responsibilities of guidance counselors must be clearly defined. If more than E.I.P. activities must be performed, additional counselors should be added to the staff.

2- Increased psychological services must be made available to the E.I.P. program. Part-time services of the clinical team are inadequate for the amount and kind of performance demanded by the E.I.P. program.

3- Some arrangements should be made for the prompt and cooperating services of an outside agency (i.e. hospital or college, etc.).

4- Supplementary remedial reading and math instruction should be given to E.I.P. students requiring it.

An alternative that might be worth experimenting with is the discontinuation of the E.I.P. program and the use of Remedial Reading and Remedial Math Teams. Since the Remedial Reading Team has made "great strides" with the 2nd grade in the E.I.P. program, it might do just as well on the first and third grade levels. Improvement in school work might directly affect and improve the self-image of pupils.

"600"Schools-

Purpose of the "600" schools is to educate emotionally disturbed children, recommended for special programs because they are unable to profit from normal school instruction. The goals of the "600" school are to provide a therapeutic environment emphasizing interpersonal relationships between pupil and school personnel, to provide an educational environment for combined education or for a vocation, and to guide and motivate the child to modify his behavior. Title I provided funds for increased supportive services and instructional personnel.

Evaluation of "600" schools is based on observation of 5 out of 15 schools, interviews with teachers, principals, and guidance workers, and an examination of quantitative data gathered by "600" school principals.

Special Features

Some of the special features of the "600" schools need explanation.

School Tutorials- After-school sessions of small groups of pupils who meet with a teacher for remedial work in reading or math.

Cooperative Teacher- In many instances, there were 3 teachers for 2 classes, using the O.T.P.'s (see below). The 3rd teacher helps and relieves the other 2 teachers, substitutes where necessary.

Assistant Principal and Curriculum Coordinator- Acting as a teacher orienter and adviser on curriculum matters.

O.T.P. Teacher- (Other teaching position)- Teacher who specializes in either health education, music, art, or science.

Most Effective Aspects of the "600" School (or)

Beneficial Results from Supportive Services to "600" School

1- O.T.P. positions which are funded by Title I have made it possible to expose pupils more subjects than they had before. (Science to everyone in the school was not possible before O.T.P. came in).

2- Assistant principal was of great help to teachers by training and orienting them. There were scheduled weekly conferences between assistant principal and teacher in all schools visited by research team.

3- Weekly conferences between clinical team and teacher helped clarify pupils' problems to teacher.

4- Because of the additional guidance counselors added to the staff,

A- More pupils were able to be seen by counseling office this year.

B- One counselor was able to make three times as many follow-up visits as he made in the year '64 65.

5. With the additional teachers provided by Title I, one school was able to program the leisure time of pupils. This resulted in fewer trouble outbreaks and fewer accidents. This was accomplished by allowing students to spend the latter half of the lunch period in the gym under supervision.

6. All principals reported less absenteeism. Teachers attributed this to the serving of breakfasts to children in school.

7. Additional results attributed to the school breakfasts were:

   A. Children showed more energy.

   B. There was less sickness.

   C. "Even the texture of their skin improved".

8. Children felt they had someone to discuss their problems with, someone to go to. (This refers to the guidance counselor.)

9. Cooperating teaching (3 teachers for 2 classes) has made for individualized attention for each pupil.

10. The addition of arts and crafts and shop activities helps channel pupils' energies productively.

11. Four of the five 600 schools visited were located in old dilapidated buildings. Only one school was housed in a brand new building. The research team felt that the new building was a tremendous morale boaster to pupils, giving them the feeling that "someone cares." Physical facilities -- good or bad -- are factors in a pupil's perception of his self-image. The new building served to give the parents a better image of a "600" school.

Least Effective Aspects

1. Based on the evaluation team's visits and interviews, it was felt that in general classes, little if any teaching was going on. Pupils seemed to be involved in busy work, chatting, listening to the radio and playing games.

2. There was a great need for remedial reading and remedial math teachers for

pupils in the "600" schools.

3. Tutorials were not well attended. Only several boys remained ofter school to attend tutorials.

4. The clinical services were not adequate for the needs of the school. One school had 2 guidance counselors for 190 pupils but did not have adequate psychological service.

5. If pupil is referred to community agency, the wait is a long one.

6. There was a lack of qualified teachers to work with these emotionally disturbed boys. Some of the teachers were new to the teaching profession itself; other teachers did not have elementary school licenses.

7. In many cases, schools had been given a particular position, but were unable to fill it with qualified staff.

Conclusions and Recommendations for "600" Schools

It was not possible to ascertain, within the limits of this interim evaluation, whether the objectives of the program had been met. Nevertheless, research teams feel that the improved instruction and the supportive services made possible by Title I funds have helped to change the "600" schools from a "holding" school.

Despite the drawbacks of the program the maladjusted boys are receiving benefits which they were not able to receive.

The research team feels that since effects of improved instruction and supportive services are cumulative that the program continue to be funded for the following year with the following modifications.

Additional Staff

It seems a kind of unwritten policy that very often new and unexperienced teachers are sent out to positions of "difficulty" and find themselves in a "600" school. Pupils in a "600" school need experienced teachers, willing and able to

work with the emotionally disturbed. As mentioned so many times before, teachers in this area should be specially licensed.

Some way must be found to attract and recruit qualified teachers who can program these boys constructively, not merely "police" them.

There was indication of lack of psychological services in some of the schools. The additional guidance counselors must be balanced by additional psychological help where called for. Psychologists should be serving the "600" school on a full-time basis rather then once or twice a week, if at all.

Curriculum

If tutorials are as beneficial as they appear: e.g.

Reading Scores	
Before Tutorials	After Tutorials
5.6	7.2
6.7	7.3
4.7	7.1
7.2	7.6
6.4	8.3

they should be extended so as to reach more pupils. This can be done by changing tutorials from a voluntary basis after school to a prescribed basis during school hours. This would help in the badly needed remedial area and would indirectly improve the self-image of these boys. A suggested experiment in this regard is the Remedial Reading Teams and Remedial Math Team mentioned in the E.I.P. section. It is urged that pre and post test scores be obtained for future evaluation purposes.

Since most of the boys enter the working world upon leaving the "600" school, it is incumbent upon the school to offer more occupational and industrial type subjects e.g., woodworking, auto mechanics, television-repair, etc. These courses

might be effective as a motivation for these boys to improve their reading and math abilities.

In the "600" schools, housed in old buildings, research teams found no recreational facilities, gymnasium, swimming pool, etc. It was repeatedly stressed by school personnel that these boys had a great need for recreational facilities. In some cases, provision for supervised recreational activities channeled the energies of these boys constructively. It is recommended that physical training courses of all kinds be scheduled for these boys, as part of their school curriculum.

In this light, the research team suggests that wherever possible, new buildings be established for "600" schools, which would contain various kinds of gymnastic facilities and equipment.

It is believed by the research team that the "600" school program be continued for the following year.

Part "B" - Institutional Schools

Reason for Project

The purpose of this program was to improve the educational attainment of educationally and culturally deprived children who had been remanded by the courts and the New York City Dept. of Welfare to institutional settings. Title I provided funds for the purchase of additional educational supplies and the addition of instructional personnel.

The material gathered for this evaluation was based on observation of the schools, and interviews with teachers, directors of the institutions, guidance counselors and other school personnel.

CABRINI HOME

Effective Aspects (for girls from preschool level to 6th grade)

1- Small classes make for individual teacher-pupil relationship.

2- Adequate psychological services serve the needs of these children. There is a weekly counseling session and conference with clerical team for every pupil.

3- There are clean and adequate provisions for girls in dining area and in dormitories.

4- The live-in situation removes child from "damaging" home environment.

Least Effective Aspects

1- No supplies or equipment of any kind had been received from the Board of Education by this Institutional School as of June 1966.

2- Four classes were under the aegis of the Board of Education and five under the Catholic Order. This made for much confusion and a lack of continuity in instruction.

3- Teachers were inadequately trained for coping with such severely disturbed children.

Recommendations and Summary

In order to improve the educational attainment of culturally deprived children

as called for in the Program, special educational programs were to be established, staffed by teachers trained in competencies for working with disturbed, deprived, and disadvantaged children.

Neither of these conditions were being met at the time that the research team visited the Institution-- June 1966. The educational attainment of these children had not been improved because:

1- There was a lack of supplies, equipment, textbooks, and workbooks.

2- There was only one teacher added to the staff and she was performing duties as acting principal.

3- Those teachers present were inadequately trained for working with the emotionally disturbed. If the educational attainment of these girls is the goal, the program must be strengthened and supplemented as follows:

1- Adequately-trained teachers, preferably those with special licenses in education for the emotionally disturbed are a necessity for this program. Of the four teachers at Cabrini Home, one was new; two had substitute licenses and 1 was ready for retirement. (It was understood by the research team that a principal and 5 teachers would be added to the staff beginning in September 1966)

2- There was only a part-time teacher for health education and physical training paid for by the Home. This should be changed to a full-time position emanating from the Board of Education.

3- A full-time music teacher is recommended. As with the gymnasium teacher, the music teacher, paid for by the Home, is only on a part-time schedule.

4- Research Team recommends that the school be provided with a bus from the Board of Education pool or that the Home be permitted to purchase a micro-bus or station wagon from Title I funds. The use of a bus is essential to provide instructional trips for these children, who are isolated from the community.

5- The following materials and supplies are necessary to implement the program, and it is recommended that they be provided.

A- Educational and office supplies

B- Audio-visual equipment

C- Primer-type typewriter for remedial reading purposes

D- Remedial reading workbooks and readers

E- Typewriters for 7th and 8th grades

F- Children's rhythm band instruments.

Wayside Home (for girls from 13 to 17 years old)

Most Effective Aspects

1- Teaching staff had been increased from 4-2/5 teachers to 8-3/5 teachers.

2- Program provides training in vocational education for those girls who wanted to seek future employment.

3- Remedial Reading Teacher had been added to staff.

4- Small classes made for a closer interpersonal relationship between pupil and teacher.

5- Adequate psychological services. Teachers had weekly conference on each girl with clinical team and conferred monthly with psychiatrist about particular girls.

Least Effective Aspects

1- No materials or supplies had been received as of June, 1966.

2- Curriculum did not fit needs for these girls.

3- There was no provision for remedial math, which was greatly needed by the girls.

4- There was no science laboratory. Teacher made the best of a large table in the front of the room.

5- There was insufficient office-practice equipment.

Recommendations and Summary

If the program is to reach its objectives, it must be strengthened and improved by providing the following material, supplies and staff.

1- A remedial math teacher is necessary. Many of those girls will be seeking employment and should have a basic knowledge of math.

2- There is no music teacher at the present time and hence no music program. Both are recommended.

3- Although the Institution has a fully-equipped arts and crafts room, including a kiln, it cannot be made available to the girls. An arts and crafts teacher should be provided so as to help release the creativity of the girls.

4- Also recommended is a guidance counselor who would help girls in vocational choices, follow-up, etc.

5- There is need for a science laboratory for these girls who do have scheduled science periods.

6- There is a great need for physical education facilities.

7- Since the majority of these girls will seek future employment upon leaving school, the following suggestions are made:

A- Provide office equipment, electric typewriters, cash register.

B- Provide training for girls in various hospital-aide positions. This would entail a teacher of nurses' aides as well as a fully-equipped nursing skills laboratory.

8- The curriculum for these girls must be suited to their needs. Research Team observed all subject classes and found unsuitable curriculum. It seems more logical to teach these girls how to write a letter clearly and correctly than it is to teach them the parts of speech. Teaching these girls how to fill out an application seems of greater importance than parsing sentences, and instructing them in human reproduction seems of greater importance than instructing them in flower reproduction.

Children's Center

As in the case of the Cabrini School only 1 part of a position had been filled by Federal funds. Here, too, there was no attempt to evaluate the effect of this 1 person

on the total program, but certain questions are raised.

Although it is necessary to provide additional staff to this school, there is a question as to the wisdom of adding staff in such an overcrowded building which presents fire hazards. In addition, the overcrowding necessitates using the classroom in shifts. If housing is improved, the following recommendations are made:

A- 8 teachers to reduce class size

B- 2 remedial reading positions

C- 1 Health Education Teacher

D- 1 Music Teacher

E- 1 Science Teacher

F- 1 guidance counselor

Callagy Hall

No position had been filled which used Federal monies. Therefore, this program does not seem to be within the limits of this interim evaluation. Certain questions are raised,however.

The problem here is severe overcrowding in a building which has many fire hazards. For want of dormitory space, children are sleeping in the auditorium. Classrooms are few and overcrowded.

Recommended are the following:

A- Remedial Reading teacher

B- Music teacher

C- Home-making or sewing teacher

Summary Statement

Among the many drawbacks of the various programs, there were several problems common to all-- the Junior and Special Guidance, The Early Identification and Prevention Program, the "600" Schools and the Institutional Schools. These problems were:

A- Lack of adequate supplies, material and equipment and insufficient number of educational and clinical personnel.

B- Inappropriate curriculum for emotionally disturbed children.

C- Lack of qualified teachers.

A- Insufficient Supplies and Staff

It seems unfair to render judgment about or to evaluate a program that is handicapped from the very start by not having sufficient material and staff to work with. The Board of Education might wish to experiment by having fewer programs, but which would be more completely supplied and staffed.

B- Curriculum

There was evidence of vagueness and lack of clarity on the part of teachers about curriculum content for emotionally disturbed children. It is suggested that a curriculum committee-- consisting of experts in curriculum development and in special education-- be responsible for the revision and modification of curriculum content for emotionally disturbed children.* This committee would clarify methods, materials and procedures for teachers involved in the program. It is strongly urged that curriculum innovation be explored by a thorough study of available literature.

C- Teacher Training

The need for teacher-training in the area of the emotionally disturbed is acute. The Board of Education, in conjunction with the Universities in the City of New York, should devise some way to attract teachers to the field. Tuition-free courses and increments upon the attainment of a special license would act as some incentives.

*This is now being done.

IMPROVING INSTRUCTION IN SCHOOLS FOR SOCIALLY MALADJUSTED CHILDREN

AND

EDUCATIONAL SERVICES FOR SOCIALLY MALADJUSTED PUPILS IN SELECTED SCHOOLS

Research Director:

Dr. Abraham J. Tannenbaum, Associate Professor of Education,
Teachers College, Columbia University

Research Staff:

Dr. Paul S. Graubard, Assistant Professor of Education,
Department of Special Education, Yeshiva University

Mrs. Hana Simonson, Doctoral Candidate, Program for the
Emotionally Disturbed, Teachers College, Columbia University

APPENDIX

Contents:

Instrument I. Principal Questionnaire

Instrument II. Teacher Questionnaire

Instrument III. Students' School Attitude Scale.

Instrument IV. Pupil Data Forms

Instrument V. Report of Special Schools on Pupil Accounting, 1965-1966

UD002469

(Improving Instruction - Socially Maladjusted)

INSTRUMENT I

P.N. 22 457

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BUREAU OF EDUCATIONAL RESEARCH

PRINCIPAL QUESTIONNAIRE

Date _____ School P42K

Dear Principal:

In order to evaluate the Special Guidance Program it is necessary to obtain your considered opinion of the program.

I. Please describe the most effective aspects of the program.

II. Please describe the <u>least</u> effective aspects of the program.

III. Please describe the reactions of the parents to the program and the ways in which the attitudes of the parents have been manifested.

IV. In your opinion should the program be (circle one):

a - continued essentially unchanged
b - discontinued
c - modified somewhat

If you have circled "c" above, please specify how the program should be modified.

Thank you for your cooperation in our research.

Very truly yours,

J. Wayne Wrightstone
Assistant Superintendent

Improving Instruction - Socially Maladjusted

P.N. 22-457

INSTRUMENT II

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BUREAU OF EDUCATIONAL RESEARCH

TEACHER QUESTIONNAIRE

Date _____ School P130X

Dear Teacher:

In order to evaluate the Special Guidance Program it is necessary to obtain your considered opinion of the program.

I. Please describe the most effective aspects of the program.

II. Please describe the <u>least</u> effective aspects of the program.

II. Please describe the reactions of the parents to the program and the ways in which the attitudes of the parents have been manifested.

N. In your opinion should the program be (circle one):

a - continued essentially unchanged
b - discontinued
c - modified somewhat

If you have circled "c" above, please specify how the program should be modified.

Thank you for your cooperation in our research.

Very truly yours,

J. Wayne Wrightstone
Assistant Superintendent

P.N. 22-457

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BUREAU OF EDUCATIONAL RESEARCH

INSTRUCTIONS FOR COMPLETING THE "STUDENTS' SCHOOL ATTITUDE SCALE"

1. Print student's name - Last Name, First Name.
2. Enter student's official class and grade.
3. Print the name of the teacher filling out the form.
4. Enter the length of time the student has been in the class this year.
5. Read the summary statements on the left and the descriptions in the center for all 7 categories.
6. "Think back" to when the student first entered your class and decide which category best describes him as he was then. Remember that none of these descriptions will totally apply to any one student. Choose the description which <u>best</u> fits the student.
7. When you decide which category <u>best</u> describes the student when he entered your class, place a check in the box, on the right, next to that description in the column headed "Sept. '65."
8. Reread all the categories and now decide which category <u>best</u> describes the student as he is at the present time.
9. Place a check in the box, on the right, next to that description in the column headed "May '66."
10. Remember, there should be only <u>one</u> (1) check in the column headed Sept. '65 and only <u>one</u> (1) check in the column headed May '66.
11. <u>Please fill out one of these forms for each student in your class</u>.

P.N. 22 457

School _____

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BUREAU OF EDUCATIONAL RESEARCH

STUDENT'S SCHOOL ATTITUDE SCALE

_____ / _____ _____
Student's Name Official Class Grade Teacher's Name

Length of time this student has been in your class: From _____ to _____
month month

Instructions: Rate pupil from 1 to 7 according to the one category that describes him best. Rate attitude only. Disregard academic achievement. Place a check the box next to the rating which you think best applies to this student as he was in September 1964. Place a check in the box next to the rating which you think best applies to this student as he now is (May 1966). There should be only one check in each column.

		Sept. '65	May '66
Highly motivated, No rebellion	1. Positive attitude toward education; highly motivated, responds to authority without hostility; makes friends easily; reliable; trustworthy; seldom absent without an acceptable excuse.	☐	☐
Clearly motivated, Little or no rebellion	2. Generally exhibits positive attitude toward education but falls short of inclusion in the first category (above); generally reliable; occasionally absent or late without an acceptable excuse.	☐	☐
More motivation	3. Somewhat withdrawn but seems interested in school most of the time; is not generally rebellious; usually responds to authority without hostility; may have one or two friends but is not very sociable; does not usually go out of his way to please others; lateness and half-day absences may total about 10 or 20 for the school year; not very reliable; falls behind in homework assignments.	☐	☐
Some motivation Some rebellion	4. Not consistent in attitude to school; teacher is uncertain of his ability; shows rebellion and hostility at times while at other times appears to be cooperative; often late; often absent whole or half-days; has some friends but does not seem to form close relationships with peers.	☐	☐
More rebellion than motivation	5. Generally a negative attitude to school; does not appear to be a serious "acting out" pupil but shows more rebelliousness than cooperativeness; often late; often absent; teacher feels he will probably drop out of school.	☐	☐

STUDENT'S SCHOOL ATTITUDE SCALE
(continued)

Clearly rebellious, Little or no motivation	6.	Has record of "acting out" in and out of school; probable drop out; negative attitude; rarely cooperates; his friends are rebellious also; clearly not interested in school and at best is barely containable in classroom; often absent; often late.	☐	☐
Highly rebellious, No motivation	7.	Absent or late more than 50 times a year; no respect for authority; remains in school only because he is forced to do so; disrupts the class; is not containable in class.	☐	☐

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BUREAU OF EDUCATIONAL RESEARCH

INSTRUCTIONS FOR COMPLETING THE PUPIL DATA FORM

The following instructions give the directions for completing each item on the attached Pupil Data Form.

I Student's Name

1. Print the Student's Name - Last name, first name.

II Grade

1. Enter the grade in which the student is at present (e.g., 4th, 5th, 6th, etc.).

III Type of Program

THIS SECTION APPLIES TO JUNIOR GUIDANCE PROGRAMS ONLY.

1. Using the following code indicate the type of program in which the student is enrolled:

C - closed register

O - open register

H - halfway classes

IV How Long in the Program

1. Enter the total number of months the student has been in the program.
2. This total will be composed of:

a - the number of months the student was in the program last school year (maximum number is 10).

b - the number of months the student was in the program this school year (maximum number is 9).

c - if the student was in the program for less than one (1) month, this time is to be recorded as one (1) month.

V READING

Under "Oct. '65" enter the Vocabulary and Comprehension scores (in grade equivalents) for the City-Wide Reading Test. Enter the date the test was given.

INSTRUCTIONS FOR COMPLETING THE PUPIL DATA FORM (continued)

(Note: Enter the City-Wide Reading Test scores even if the tests were administered at a time later than the scheduled City-Wide October date.)

2. Disregard the columns headed May '66.

VI Mathematics

1. If the student has taken either the Metropolitan Mathematics or the Iowa Test of Basic Skills (Math), enter the grade equivalents for Comprehension and Reasoning under the appropriate columns. Enter the date the test was given.

VII Average Mark

1. Add the final marks for Eng. (Language Arts), S.S. (Social Studies), and Sci. (Science) for the school year 64-65. Divide by 3 and enter the average mark in the column headed '64-'65.
2. Add the latest available marks for Eng. (Language Arts), S.S. (Social Studies), and Sci. (Science) for the school year '65-'66. Divide by 3 and enter the average mark in the column headed '65-'66.

VIII Attendance

1. Last School Year. Enter the Whole Days Absent, Half Days Absent, and Times Late in the appropriate columns for the school year '64-'65.
2. This School Year. Enter the Whole Days Absent, Half Days Absent, and Times Late in the appropriate columns for the school year '65-'66.

Board of Education of the City of New York 6/3/66
OFFICE OF SPECIAL SERVICES
Bureau for the Education of Socially Maladjusted Children
REPORT OF SPECIAL SCHOOLS ON PUPIL ACCOUNTING - 1965-1966 SUMMARY DAY SCHOOLS

Principal_____ School_____ Boro_____ Date_____

* 1. Total number of individual pupils on register at any time between June 1, 1965 and May 27, 1966. _____

2. Register as of May 27, 1966. _____

* 3. Number of pupils returned during school year to a regular N.Y. City school: El.__ JrHS__ ACAD.HS__ VOC.HS__. _____

4. Number of pupils graduated to regular ACAD.HS__ VOC.HS__ in June 1965. Total: _____

5. Number of pupils eligible and expected to be graduated to a regular academic or vocational h.s. in June 1966 Total: _____

* 6. Number returned to a custodial institution or training school (public or private). _____

* 7. Number committed to a training school both public or private, e.g., NY State Tr. School, Lincoln Hall, etc. _____

* 8. Number discharged who received employment certificates. _____

* 9. Number discharged as over 17 years. _____

* 10. Number transferred to another Special School. _____

* 11. Number discharged to a private or parochial school. _____

* 12. Number transferred to a "400" school. _____

* 13. Number exempted from instruction by B.C.G. or other recognized agency. _____

* 14. Number discharged to a State Hospital, e.g., Rockland State, etc. _____

* 15. Number returned to a State Hospital. _____

* 16. Number discharged as "not found" by Attendance Bur eau _____

* 17. Number discharged to an out-of-town address. _____

* 18. Number discharged to Home Instruction. _____

* 19. Number discharged for any other reason. (Please give details on back or attached sheet). _____

20. Number of pupils presently on register who were on register as of September 17, 1965. _____

21. Of the number given on Line No. 20, how many achieved a growth of one year or more in reading since September 17, 1965 based on a standardized test? _____

REPORT OF SPECIAL SCHOOLS ON PUPIL ACCOUNTING - 1965-1966
(Continued)

22. Of the number given on Line No. 20, how many achieved a growth of between one-half year and a full year in reading since September 17, 1965 based on a standardized test? _____

23. Of the number given on Line No. 20, how many achieved an attendance record of not more than 10 days of unexcused absence, e.g., truancy, illegal detention? _____

24. Of the number given on Line No. 20, how many pupils are making an acceptable behavioral adjustment to the Special Schools? _____

25. Of the number given on Line No. 2, how many are making or have made an acceptable behavioral adjustment to the Special Schools? _____

26. Total number of teachers on staff (including guidance counselor, reading consultant, librarian, shop, resource, swimming, art, music teachers, etc.) on May 27, 1966. Include in total federally funded positions. Total: _____

27. Days per week of clinical and medical services:
Psychiatrist____ Psychologist_____
Social Worker____ School Doctor____ School Nurse____

Answers given on lines marked with an (*) must be for the period between June 1, 1965 and May 27, 1966.

PLEASE RETURN THIS FORM IN DUPLICATE ON OR BEFORE FRIDAY, JUNE 17, 1966 TO BUREAU OFFICE, ROOM 910.

L/c

P.N. 22-457

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BUREAU OF EDUCATIONAL RESEARCH

School _____

I

Student's Name	II Gr.	III Type of Prog.	IV How Long in Prog.	READING V						MATHEMATICS VI					AVERAGE MARK VII		ATTENDANCE VIII					
				Oct '65 Voc.	Oct '65 Comp.	Date of Test	May '66 Voc.	May '66 Comp.	Date of Test	Met Math Comp	Met Math Reas	Iowa Basic Skills Comp	Iowa Basic Skills Reas	Date of Test	Teachers' Av. Mark for Eng. SS, Sci. '64-'65	Teachers' Av. Mark for Eng. SS, Sci. '65-'66	Last School Year: Whole Days Abs. '64-'65	Last School Year: Half Days Abs. '64-'65	Last School Year: Times Late '64-'65	This School Year: Whole Days Abs. '65-'66	This School Year: Half Days Abs. '65-'66	This School Year: Times Late '65-'66